DOCUMENT RESUME

ED 110 661 CE 004 450

TITLE T & D Publications. Vol. 13, No. 2.
INSTITUTION International Labour Office, Geneva (Switzerland).
PUB DATE Mar 75
NOTE 58p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Abstracts; *Adult Education; *Vocational Education

ABSTRACT

The pamphlet is international in scope and contains 32 brief news items and abstracts of 20 documents of interest to adult education and vocational education. The books and articles abstracted deal with the following topics: training and employment of mother's helps; vocational education; Canadian adult basic education; educational leave; career preparation; continuing training; behavior modification; training courses for management staff; involving apprentices in vocational courses; further training for foremen; teacher and student attitudes towards vocational education; personnel development; pedagogical problems connected with the personality of the young worker; quantifying program effectiveness; entry of young persons into employment; manpower forecasting for the engineering industry; education, unemployment, and economic growth; causes of labor turnover in the construction industry; factors influencing occupational mobility; and pre-vocational education. All materials have 1973 or 1974 publication dates. (PR)

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T&D Publications F&P

INTERNATIONAL LABOUR OFFICE
BUREAU INTERNATIONAL DU TRAVAIL

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Contents of this despatch:

This second despatch of T & D Abstracts contains, in addition to 32 items under the section "News in Brief", 20 substantive abstracts.

Note, in particular, the following:

Educational reform

Germany (Fed. Rep.)	2/B 60746
Spain	2/L 264

Prevocational education and training

Germany (Fed. Rep.)	2/B 58027
Germany (Fed. Rep.)	13/B 58733
United States	7/B 61811

Education and economic growth

United States	11/B 61194

Contenu de cet envoi:

Ce second envoi de Résumés F & P contient 20 Résumés, en plus des 32 sujets traités dans la rubrique «En bref».

Voir spécialement:

Réforme de l'éducation

Allemagne (Rép. féd.)	2/B 60746
Espagne	2/L 264

Enseignement et formation préprofessionnels

Allemagne (Rép. féd.)	2/B 58027
Allemagne (Rép. féd.)	13/B 58733
Etats-Unis	7/B 61811

Education et croissance économique

Etats-Unis	11/B 61194

T&D

News in brief

March 1975 - No. 2

Forthcoming events

IFWEA SEMINAR, Oxford, 12-18 April 22

The International Federation of Workers' Educational Associations (IFWEA) will be holding an international Seminar on "Adult Education and the disadvantaged" at Ruskin College, Oxford, United Kingdom, from 12-18 April 1975. The seminar will be seen as a structured discussion based on materials and an agenda circulated in advance and introduced by brief "keynote" presentations by members of the seminar and visiting speakers. The programme will also include the presentation of case studies from different countries. The seminar will be conducted in English.

Colin Rochester, National Development Officer, WEA, Temple House, 3 Upper Berkeley Street, London, W1H 8BY, United Kingdom.

TECHNICIAN TRAINING - Kuala Lumpur, 21-25 April 33

The Colombo Plan Bureau will hold the Sixth Colloquium on Intra-Regional Technician Training in Kuala Lumpur, from 21 to 25 April 1975. These Colloquia have been designed primarily to focus attention on the importance of intra-regional training and to provide a forum for an exchange of views on problems relating to technician training throughout the region. Discussions at the Sixth Colloquium will centre around the following topics: the influence of technician education on economic development, both long and short-term; research and innovation; improving the status of technicians.

The Colombo Plan Bureau, 12 Melbourne Avenue, P.O. Box No. 596, Colombo 4, Sri Lanka.

ASTD 1975 - Las Vegas, 11-15 May 34

The American Society for Training and Development (ASTD) is holding its annual National Conference at Las Vegas, Nevada, this year from 11-15 May. Apart from a comprehensive programme of optional lectures covering all aspects of training and personnel questions there will be an exhibition of

T & D Publications International Labour Office CH-1211 Genève 22, Switzerland

training equipment, special sessions devoted to the training of trainers and twenty-six special interest sessions.

American Society for Training and Development, P.O. Box 5307, Madison, Wisconsin 53705, USA.

WORLD TEACHERS' CONFERENCE - Warsaw, 27-31 May 35

World Teachers' Conference to be held from 27-31 May 1975, in Warsaw, Poland, has as its theme "Education - Profession - Employment". The Conference will examine reports on the role of education in the context of scientific and technical progress; trends in capitalist and socialist countries; the contribution of education to the economic and social development of the Third World. Three working groups will be set up to examine the implications of the Conference theme for the various levels of education. Official Conference languages will be: French, English, Spanish, Russian, Arabic and Polish. French will be the language of reference.

World Teachers' Conference, Executive Secretariat, c/o World Federation of Teachers' Unions (FISE), Opletalova 57, 11570 Prague 1, Czechoslovakia.

ISEED - Cincinnati, 15-19 June 36

The International Symposium on Entrepreneurship and Enterprise Development will be held in Cincinnati, Ohio, USA, from 15-19 June 1975. Discussions will be focused on identifying and evaluating efforts to foster the entrepreneurial process. Participants will be drawn from financial, government, educational and business circles. The aim of the Symposium is to bring together organisations and persons promoting entrepreneurial development on a global scale. The ILO is associated with the meeting as a co-operating agency.

Mr. William J. McCrea, General Chairman, Project ISEED, IBM Building, Suite 1190, Town and Fourth Street, Columbus, Ohio, 43215, USA.

WCOTP - West Berlin, 27 July - 7 August 37

"Teachers and the political process" is the main theme of the 1975 Assembly of the World Confederation of Organisations of the Teaching Profession which is to be held in West Berlin. Associated with the Assembly are various other meetings scheduled for July/August on subjects which include "The role of women in today's society" and "Collaboration between adult educators

in industrialized nations and in developing nations".

WCOTP, 5 chemin du Moulin, 1110 Morges, Switzerland.

COMMERCIAL TRAINING SEMINAR - Mombasa, 10-23 August 38

In co-operation with the Swedish International Development Authority, the ILO is organising a Seminar on Commercial Training to take place in Mombasa, Kenya, from 10 to 23 August 1975. The Seminar is intended for participants from English-speaking African countries. Commercial training programmes and schemes in these countries will be evaluated and guidelines for future development will be proposed. Emphasis will be on training standards and methods.

International Labour Office, Training Department, CH-1211 Genève 22, Switzerland.

CIOS - Caracas, 2-6 November 39

The theme of the 17th World Management Congress organised by the World Council of Management (CIOS) to be held at Caracas, Venezuela from 2 to 6 November 1975 is "Management's confrontation with reality". Recognised authorities from many countries will make key presentations and serve as discussion leaders on various topics relating to the Congress theme. The Congress provides a forum to discuss both the practical aspects and underlying principles of management. Official working languages are English and French.

17th CIOS Congress Secretariat, P.O. Box 3478, Caracas, Venezuela.

ILO TRAINING QUESTIONS IN INDUSTRIAL COMMITTEES 40

Vocational training activities will be included on the agenda of two ILO technical meetings held in 1975. The meetings cover the iron and steel industry (16-26 September 1975) and mines other than coal mines (6-16 May 1975). Special attention will be given to the relationship between training programmes and national manpower policies. Major producing countries will be represented at these meetings by tripartite delegations of government, employers' and workers' representations.

International Labour Office, Industrial Activities Branch, CH-1211 Genève 22, Switzerland.

INTERNATIONAL WOMEN'S YEAR - Mexico, 19 June - 2 July 41

It is not only women who are rethinking the nature of their work roles and their identities. There is growing awareness throughout the world of the vital role women could play in issues of universal concern. The International Women's Year Conference organised by the United Nations in Mexico from 19 June to 2 July 1975 is one step in world-wide action to promote equality between men and women. In examining obstacles to be overcome in the achievement of equal rights, opportunities and responsibilities, consideration will be given during the Conference to the need for special measures and special programmes - including education and training for women. An "international plan of action" will be adopted by the Conference.

Secretary-General, International Women's Year Conference 1975, United Nations, New York, N.Y. 10017, USA.

New policies

IMPROVING THE LOT OF MIGRANT WORKERS IN EUROPE 42

Delegates from 15 member States of the Council of Europe, together with representatives from Spain, Finland, Greece and the Holy See, met at Strasbourg from 5 to 8 November, 1974, to study three reports on migrant workers suggesting measures to improve their social and occupational integration in the host country. One of the three resolutions adopted invites the Governments of member States to take the following action: provide migrants with opportunities for entering the normal training and education system or, where this is not feasible, to organise on their behalf a specific programme combining general education and prevocational training; obtain the support of employers in providing migrants with the necessary training in safety and health and in organising training for would-be immigrants; encourage co-operation between the countries concerned in harmonising vocational training programmes.

Council of Europe, Standing Conference of European Ministers of Education: Conclusions and recommendations of the ad hoc Conference on the education of migrants, Strasbourg, 14 November 1974: Doc. CME/HF (74) 12 prov.

TRAINING POLICY REVIEW IN FRANCE 43

In 1974, three thousand million francs were spent on vocational training for 2 million people. The Secretary of State responsible for Vocational Training has now outlined six priority areas agreed by ministers in the light of experience to date:

- increased concentration of training activities towards the requirements of the employment market;
- wider application of provisions under the Law of 1971, concerning the organisation of continuing vocational training, so as to cover manual and self-employed workers who have insufficiently benefited from it until now;
- greater qualitative and quantitative control of training action to ensure a fair distribution of training credits;
- renegotiation between workers' and employers' organisations of the agreement on the role of the Works' Council in decision-making concerning training action, opportunities for individual training leave, leave of absence for training, credit hours, etc.
- development of a TV and radio information campaign on opportunities available under the Law;
- a study of the possibility of exporting training "know-how".

The State will give increasing responsibility to industry in meeting its own training requirements out of the compulsory 1% training tax and will, itself, concentrate on the training or retraining of the non-salaried workforce (women, young people, immigrants and the unemployed) in order to promote their insertion or their re-insertion into working life.

Interview from Usine Nouvelle, Paris, 20 Feb. 1975.

TRAINING FOR UNEMPLOYED YOUTH - FRANCE 44

A circular sent out by the Prime Minister to regional and district authorities specifies the steps to be taken in setting up, as from the 15 February, a training scheme announced by the Government at the end of 1974. The scheme covers unemployed youth between 16 and 20 years of age who have left school without qualifications and without having received any vocational training.

100 million francs have been made available from the Vocational Training Fund. This should provide, in the first instance, for 12,500 training places in establishments under the responsibility of the Ministery of Education, the

Ministry of Agriculture and the State Department for University Education.

On completing their training under this scheme, which will not be extended beyond the end of 1975, the young people should be able to enter employment, enter an apprenticeship o llow further training.

Le Monde, Paris, 7 Feb. 1975, p. 32.

A YEAR'S CONTROVERSY AROUND VOCATIONAL TRAINING REFORM IN THE FRG 45

Improved quality of vocational training, the need to make it more attractive and bring it more into line with other educational streams - while these objectives are common to the many reform proposals put forward during 1973, large differences exist as to the means for realising them. This book reproduces, in full or in part, texts of the various proposals put forward by the government, the political parties, the workers' and employers' organisations, the Educational Planning Commission of the Federal Government and the States and by scientific circles.

WINTERHAGER, W.D., Reform der Berufsbildung, Aktuelle Dokumente, Walter de Gruyter, Berlin, New York, 1974, 208 p.

POVERTY-ORIENTED EDUCATIONAL STRATEGIES 46

In the field of educational development the aim of the World Bank is to help developing countries reform their educational systems so as to contribute more fully to economic development. A new policy statement by the World Bank analyses progress and problems so far. Among some of the questions raised are: How can educational systems be reshaped to help the poorest segments of society? How can educational opportunities be made more equal in countries where educational systems have hitherto favoured the urban dwellers and the relatively rich? Trends, issues and resultant policies are succinctly described. The heavy concentration of funds on secondary education in the past is giving way to greater support for primary and basic education. Lending for general education will decline, and support for technical education and teacher training will remain at the same levels. Support for adult education, health personnel and experimental programmes is expected to rise.

Education: sector working paper, Washington, D.C., World Bank, 1974.

Management development

LOOK AFTER YOUR ENTERPRISE 47

The Swedish Employers have for some years provided a self-study package for managers of small and medium-sized undertakings. The course has been a great success and more than 16,000 packages have been distributed of the first, analytical part. Part two - an action programme - has now been pilot-tested in both large and small undertakings and a new mini-version has been prepared for the latter. The two versions have also been successfully used in training executives in middle management positions in decentralised larger organisations.

Arbetsgivaren, Stockholm, No. 5, 13 Feb. 1975

TOWARDS A NEW EDUCATIONAL THEORY FOR INDUSTRY 48

While bureaucratic organisational structures in industry are increasingly being replaced by organisational systems in which a large part of the decision-making function is transferred to lower levels in the hierarchical structure, hardly any change is apparent in industrial education and training practices. This book, which treats the subject at the epistomological level, examines the contribution of decision-making theories in developing an educational theory for use within industry which is more in line with reality and directed towards the emancipation of the individual.

MULLER, K. R., Entscheidungsorientierte Betriebspädagogik. München/Basel, Ernst Reinhardt Verlag, 1973.

Current research

EUROPEAN RESEARCH POLICIES 49

Whereas ten years ago only a few European countries such as Sweden and the United Kingdom attached any importance to educational research, today all major European countries have set up central bodies to sponsor and co-ordinate research and disseminate information. For those interested in having a comprehensive view of European educational research, the Council of Europe has summarized, in one publication, the policies of sixteen European countries. The summaries are based on information supplied by the national ministries of education and show, for each country, the

institutional framework, the direction of the research being carried out and the impact of such research on the decision-making process.

Educational Research policy in European countries (1973 Survey), Strasbourg, Council of Europe, Documentation Centre for Education in Europe, 1974, 169 p.

CATALOGUE OF RESEARCH ON EMPLOYMENT POLICY IN AUSTRIA 50

A comprehensive catalogue has been published containing details on about 400 research projects, completed between 1919 and 1974, and dealing with various aspects (psychological, pedagogical, sociological, etc.) of employment policy. A further contribution to this series, entitled "Dokumentation Arbeitsmarktpolitik", is a list of research activities relating to employment and associated questions, which is updated annually (research cancelled, new research, additional information, etc.). This information is supplied by the Austrian Institute for Employment Policy.

DYK, I., Dokumentation "Arbeitsmarktpolitik": Dokumentation abgeschlossener arbeitsmarktpolitischer Untersuchungen 1969-1974, Linz, Österreichisches Institut für Arbeitsmarktpolitik, 1974, 316 p.

Women

INTERNATIONAL WOMEN'S DAY 51

In a speech given to mark International Women's day (8 March) the Director-General of the International Labour Office, Mr. Francis Blanchard, recalled that the "ILO has been working for over half a century for the promotion of women workers and is actively engaged in achieving equality of opportunity and treatment for them in the interests of national development, social justice and peace". Women workers constitute more than one third of the world's workforce. International Women's Year should give governments, employers' and workers' organisations the opportunity to increase their efforts in support of women workers whose contribution to development can be enhanced by ensuring them the equality of opportunity and treatment which is their right.

International Labour Office, Public Information Bureau, CH-1211 Genève 22, Switzerland.

WIDER OCCUPATIONAL HORIZONS FOR WOMEN IN THE FGR 52

What are the employment and salary prospects for jobs in the year 2000? What will be the main job functions? What type and level of training will be necessary? These are the main questions that this book tries to answer for several occupations ranging from traditional female occupations to those hitherto reserved for men such as air traffic controllers or business consultants. The practical information contained in this book should help young people in choosing "careers of the future".

GRÄTZ, F., Berufe, Berufsaussichten und Gehaltsspiegel für Frauen, Wilhelm Heyne Verlag, München, 1974, 239 p.

HOW EQUAL? 53

The American Vocational Journal has launched a series which focuses on the status of women in the professions. The terms of reference underlying the series are concerned with women and top jobs - how to get more of the former into the latter. The first three articles consider the case for careers for women from several points of view: personal interest, civil rights or the need of the economy to use its biggest reserve of untapped ability. All agree that vocational-technical education at all levels - secondary, post-secondary and university - can contribute significantly to eliminating the artificial barriers that deny employment to women (and men) in occupations for which they have basic aptitudes and abilities.

American Vocational Journal, Washington, D.C., Vol. 49, No. 8, Nov. 1974, p. 34-39.

Information and documentation

DIRECTORY OF ADULT EDUCATION ORGANISATIONS IN EUROPE 54

The European Bureau of Adult Education has recently published the second edition of its directory of agencies and organisations concerned with the education of adults in Western European countries.

EBAE, Nieuweweg 4, PO Box 367, Amersfoort, The Netherlands.

SOCIALIST COUNTRIES: MEETINGS OF TRAINING EDITORS 55

In 1975 a seminar will be held for the editors and sub-editors of the leading vocational training periodicals published in the COMECON countries. This

will be followed in 1975 by the first of a series of annual conferences for editorial staff. This initiative follows the adoption of a resolution during the first conference of this kind held in Warsaw from 20 to 22 May 1974. The aim is to ensure a regular exchange of information, through the technical media, on the following aspects of vocational training: Party resolutions, legislation, occupational classifications, educational plans and syllabi, etc.

Szkoła zawodova, Warszawa, No. 11, Nov. 1974, p. 16-19.

DECENTRALISED FINANCING OF CONTINUING TRAINING - FRANCE 56

Decree No. 74-835 of 23 September 1974 and a more recent circular issued by the Ministry of Labour regulating continuing vocational training agreements eligible for state aid, aim to promote the expansion of such training through simplifying and decentralising procedures. There are three types of agreement according to the kind of aid given: technical assistance, financial or equipment subsidies. Common provisions governing all agreements specify the conditions to be fulfilled by training centres and include the obligation to set up a centre committee including employers' and workers' representatives.

Les conventions de formation professionnelle continue comportant une aide de l'Etat, Informations SIDA, Lille, Vol. 24, Special issue 249, Jan. 1975.

INFORMATION FOR UK MANAGERS 57

The 1975 edition of the Personnel and Training Management Yearbook and Directory has just been published. The first part of the Yearbook includes articles, written by experts in their fields, reflecting the radical changes in thinking that are happening in the personnel and training field today. Topics include payment systems, pensions and superannuation, the impact of the European Economic Community, manpower planning, changes in legislation and information on the type of reference material every manager needs to have at his finger tips.

London, Kogan Page Limited, 1975.

INFORMATION OVERSEAS 58

The Council for Technical Education and Training for Overseas Countries (TETOC) is concerned with promoting the critical skills needed for economic

development in the developing countries. As part of its information function TETOC is currently engaged in compiling a comprehensive inventory of the detailed training recommendations, manuals and schemes issued by the various UK industry training boards. The first TETOC publication in this series covers the following six industries:

Air Transport and Travel
Construction
Electricity Supply
Engineering
Road Transport
Shipbuilding

TETOC, Grosvenor Gardens House, 35-37 Grosvenor Gardens, London, SW1W OBS, United Kingdom.

Abstracts services

EDUCATIONAL RESOURCES INVENTORY - CANADA 59

The Educational Resources Inventory (ERI) is a publication put out by the Staff Development Branch of the Public Service of Canada. Originally conceived as a clearing-house for information on training courses, facilities and pedagogical material, its scope will now be enlarged. Future plans for ERI include providing information on: instructional media, training techniques and theories, training facilities, evaluation methods, regional and government resources.

Mrs. Ann Shea, Staff Development Branch, Public Service Commission, 14th Floor, Tower "A", Place de Ville, Ottawa, Ontario, K1A OM7, Canada.

POVERTY AND HUMAN RESOURCES ABSTRACTS 60

This quarterly service provides information on human, social and manpower problems ranging from slum rehabilitation and vocational training to compensatory education, minority group problems and rural poverty. Coverage is worldwide although major emphasis is given to developments in the United States. Indexes are both cumulative and specific, and cover subjects and authors.

Sage Publications Inc., 275 South Beverley Drive, Beverley Hills, California 90212, United States.

Sage Publications Ltd., St. George's House, 44 Hatton Garden, London, EC1N 8ER, United Kingdom (for the UK, Europe, Africa and the Middle East).

INSTRUCTIONAL AND RESEARCH MATERIALS 61

Through six bi-monthly issues per annum the Center for Vocational Education provides a comprehensive abstract service on instructional and research material in the United States relevant to the field of vocational-technical education. Each abstract contains bibliographical references of the document in question plus a subject and contents analysis. The information is classified under three headings: instructional materials, research materials and projects in progress. The first two sections (instructional materials and research materials) each have three sub-sections: abstracts, subject index and author index. The last section lists and describes ongoing activities in research and curriculum development funded under the Vocational Education Amendments of 1968 (Public Law 90-576).

AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, USA.

For the bookshelf

TRAINING ORGANISATION AND MANAGEMENT - FRANCE 62

This book is intended for training directors in industry. It can also be used as a further training manual for students specialising in the field of training.

Each of the four parts is self-contained. The 1st part describes a series of indicators which serve as a basis for determining the state of training within an undertaking. In the 2nd part, the author considers the policy options prescribed by legislation and the financial alternatives available to an undertaking for carrying out its training plan. The 3rd part deals with administrative functions associated with the establishment and supervision of a training plan as well as with the provision of information on training to employees. The 4th part refers to the management and financial constraints of model training programmes and includes a series of charts for plotting progress through to the final achievement of objectives.

CORBERAND, A., Comment organiser et gérer la formation dans l'entreprise, Librairie Armand Colin Formation, 103 boulevard St. Michel, 75005, Paris, 1974, 127 p.

WHAT ARE TEACHING AIDS 63

Designed primarily to serve as a media guide for teaching staff this book is intended for use as a reference for ideas, methods and lesson design. The

main factors that may influence the choice of media are: task factors, learner factors, and economics/availability factors. Specific types of media (sound, film, television, simulators, games, etc.) are examined from the point of view of all the factors concerned. A feature of the book is the comprehensive bibliographical and further reading lists at the end of each chapter.

ROMISZOWSKI, A. J., The selection and use of instructional media, London, Kogan Page Limited, 1974, 350 p.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	–	–	France 44	No. 2/L 266

Author: –

Title: Arrêtés du 30 juillet 1974 relatifs à la formation et à l'emploi des travailleuses familiales

Bibliographical references: Journal Officiel de la République française, Paris, Vol. 106, No. 201, 28 August 1974, p. 8996-8999.

Translation of: Ministerial Orders concerning the training and employment of mother's helps.

Subject analysis

Order issued by the Ministry of Health (Ministère de la Santé) concerning the training of mother's helps (travailleuses familiales): duration; organisation of the examination; terms of the contract and organisation of training centres.

Contents analysis

Under the terms of Decree No. 74 146 of 15 February 1974 on the training and employment of mother's helps (travailleuses familiales), the provisions for the organisation of training are as follows:

Duration and programme. Training is to last 8 months and include:

- a preparatory period of 1 month;
- two periods of full-time instruction (3 months and 1 1/2 months) in approved training centres;
- a practical training period of 1 month, half in a maternity home and half in a recognised establishment for infants and young children;
- a paid practical training period of 1 1/2 months in a family.

Both practical periods are to be carried out between the two full-time periods at a training centre.

Training is followed by one year's probation working full-time as a mother's help.

The examination includes written, practical and oral tests, on home economics, hygiene and child care. Marks are awarded also for "sense of organisation and adaptation". Successful candidates receive a certificate.

The training centres must be approved by the Minister of Health. Approval, for which the centre must fulfil the following conditions, is given for a maximum of 5 years and is renewable. As a general rule, the staff must include at least two persons holding specified diplomas (the director being one) who have also worked for four weeks in families and who regularly follow further training. They and the rest of the staff are

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appointed by the organisation running the centre, subject to approval by the Minister of Health.

The premises must have the equipment required for the satisfactory training of mother's helps. Technical supervision devolves upon the person at the Ministry of Health responsible for the inspection of training establishments.

A Management Committee must be formed for each centre, meeting at least twice yearly, its principal concern being the administrative, technical and financial management of the centre.

Trainees sign an employment contract for 6,000 hours, which includes the training time and the one year's probation.

[The Order also lays down: conditions for taking the examination, details of the organisation of the examination and the composition of the jury, composition of the Management Committee. A second Order, issued by the Ministry of Health and published at the same time, lays down the conditions of employment of mother's helps].

T & D	Level	Sector	Country	In referring to this abstract please quote No. 2/L 264
2	–	–	Spain 46	

Author:
Title:
Bibliographical references:

Decreto 2689/1974, de 13 de septiembre, por el que se regula la estructura, funcionamiento y competencia de la Junta Coordinadora de Formación Profesional y del Patronato de Promoción de la Formación Profesional Boletín oficial del Estado, Gaceta de Madrid, Madrid, Vol. 314, No. 233, 28 Sept. 1974. p. 19807-19809.

Translation of

Decree No. 2689/1974 of 13 September, regulating the structure, organisation and functions of the Co-ordinating Board for Vocational Training and the Council for the promotion of vocational training.

Subject analysis

Decree to establish a consultative board and executive council to regulate vocational training under the new basic law on education: structure, composition of the Board; functions, organisation and financing of both bodies and of their constituent organs.

Contents analysis

The duties, functions and composition of the Co-ordinating Board for Vocational Training (Junta coordinadora de formación profesional) established under the 1971 basic law on education and the financing of educational reform [cf. CIRF abstracts Nos. 1/B 35260, Vol. 9 and 1/L 138, Vol. 10] have been defined, together with those of the newly created Council for the Promotion of Vocational Training (Patronato de promoción de la formación profesional) which is to assume the executive and administrative functions previously assigned, in the basic law on education, to the Co-ordinating Board.

Co-ordinating Board

The Board is an autonomous, consultative body. Its composition comprises:

- three ex officio members: the Minister of Education and Science (chairman), Director-General of Vocational Training and Further Education (Director general de formación profesional y extensión educativa), the Assistant Director-General for the promotion of Further Vocational Training (Subdirector general de Extensión de la Formación profesional).
- one representative each of the various Ministry of Education departments and secretariats and of other major ministries and government departments;
- one representative each of a large number of bodies and interests, including the trade unions and professional and employers' organisations, the youth movement, private and public training centres, the Workers' Universities (universidad laboral), the workers' occupational upgrading programme (programa de promoción profesional

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obrera - PPPO), associations of teachers and of the teaching profession, of parents and of former pupils;

- a member of the technical teaching inspectorate;
- five members appointed by the Minister of Education.

Members shall be appointed by the Minister of Education, in most instances, on the proposal of their respective ministries, departments or associations.

The Board is to:

- act in a consultative capacity to the Ministry of Education on all matters within the field of vocational training and education, making proposals and recommendations to it and to the Ministries, departments, bodies and sectors concerned with vocational training;
- study and provide relevant information on educational questions such as the establishment or elimination of training centres, curricula, etc. and any other matters submitted to it by the chairman or vice-chairman.

It shall meet at least once a year in plenary session and shall have a permanent committee (whose composition is specified in the Decree) and such ad hoc bodies as may be required.

The Council

The Council is responsible for, among other things,

- managing the financial and other resources available for promoting vocational education and training within the educational system;
- financing the activities recommended by the Board and approved by the Minister;
- awarding grants and subsidies and supervising their proper utilisation;
- carrying out studies and research on the development of vocational training and education, on teaching aids and methods, etc.

The structure of the Council includes, in addition to its governing body, secretariat and ad hoc technical committee, the National Institute of Applied Psychology and Vocational Guidance (Instituto Nacional de Psicología Aplicada y Orientación Profesional), formerly known as the National Institute of Applied Psychology and Psychotechnics. The attachment of this institute as a dependent unit of the Council is declared a temporary measure pending approval of the Institute's final form, legal structure, duties and functions.

[Included in the text: financial and transitional provisions].

T & D	Level	Sector	Country	In referring to this abstract please quote
2	–	–	Canada 71	No. 2/B 61554

Author:
Title:
Bibliographical references:

BROOKE, W.M.
Canadian adult basic education: an overview

Literacy Discussion, Teheran, Vol. 5, No. 2, 1974, p. 187-199.

Translation of title:

Subject analysis

Article on trends in Canadian adult education since 1960: basic legislation; main programmes.

Contents analysis

Adult training constitutes an increasingly important factor in economic and educational processes. Since the 1960's many simple manipulative occupations have been replaced by occupations requiring considerably higher literacy skills. In addition, the emergence of the developing countries has helped focus attention on the disadvantaged in general and there has been a growing concern for the rights of individuals and minority groups. In Canada, these factors were supplemented by unusually high unemployment prior to 1960.

The result was federally sponsored legislation to provide workers with marketable skills and to avoid unemployment. In December 1960, the Technical and Vocational Training Assistance (TVTA) Act was passed providing for the establishment of vocational training programmes to fit adults for gainful employment. The result was the Basic Training for Skill Development (BTSD) Programme with emphasis on marketable skills, rather than education in the wide sense. TVTA was followed by the Adult Occupational Training (AOT) Act of 1967 [cf. CIRF abstract No. 1/L 35, Vol. 6]. Under the influence of accelerated technical change AOT has become a major programme. It has also lost the narrow occupational orientation of TVTA programmes. Other factors associated with unemployment and poverty have been taken into account and as a result of experimentation more effective adult basic education programmes have been developed.

The result has been a change in the orientation of programmes away from the teacher-centred, directive programmes to the student-centred non-directive model of instruction (individually prescribed instruction - IPI). IPI meant that students could work individually and at their own pace. This meant, in turn, a continuous intake and exit of students throughout the duration of the course. Other innovations have included "life skills"

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training [cf. CIRF abstract No. 2/B 48652, Vol. 12] which was a first attempt to provide a structured framework to help the disadvantaged acquire skills in human relations. A phonetic approach to teaching reading has been introduced as well as courses based on a "systems" approach to behavioural objectives.

Innovative approaches using sophisticated education technology are also being developed. One is a computerised process whereby a map is designed of the ways a student derives cognitive meaning from his environment and personal experience. Once it has been determined how he learns, it is easier to design an individualised programme for him.

The introduction of these programmes is indicative of a greater appreciation of the complexities of the re-learning process. In this sense Canadian adult basic education is becoming more effective. Modification to alleviate obvious weaknesses and to accommodate changes within society are being made and are likely to continue. A trend towards the integration of all types of education is clear and continuous learning patterns will eventually be developed in which the needs of the student, rather than those of the programme will be the predominant concern.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	–	–	Germany (Fed. Rep.) 430.2	No. 2/B 60746

Author:
Title:
Bibliographical references:

GÖRS, D.
Bildungsurlaub als Teilelement der Bildungsreform
Bildungspolitik, Düsseldorf, No. 7/8, July/Aug. 1974, p. 153-165.

Translation of title:

Educational leave as an element in educational reform

Subject analysis

Article giving the trade union view on the introduction of paid educational leave: criteria for determining the aims, content and teaching methods in relation to target groups.

Contents analysis

For about 10 years the Confederation of Trade Unions (Deutscher Gewerkschaftsbund - DGB) has steadily pressed for the introduction of paid educational leave for all workers. The principle is now widely accepted in the Federal Republic of Germany, but this is not the case with the means for carrying it into effect.

Aims of educational leave

Up to now, the object of further training (Weiterbildung) has been essentially to give workers skills and knowledge of value to them in the production process, while one of the main functions of paid educational leave is to redress inequalities of educational opportunity. To perform this function, new institutions constituting a vast system of further training are called for, within which the objectives, the content and the forms of education would be determined in relation to the specific needs of the groups concerned. In addition, educational leave must help to institutionalise continuing education so that the worker's opportunities for further training are not left to the goodwill of the employers.

The groups participating. It is essential to have operational criteria for identifying participating groups before deciding programmes and methods. When paid educational leave is introduced, priority must be given to socially disadvantaged groups which hitherto have been underrepresented in further training programmes: unskilled and semi-skilled industrial workers, women workers on the production line, clerical and manual workers at the bottom of the hierarchical scale, etc. To form homogeneous groups, the criteria should take account of: the situation and conditions at work, the economic situation, the situation in the home and in the family. Another group with an important role to play at the outset would include all the persons responsible for informing their colleagues about the possibilities of and the need to make use of

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educational leave. They should be specially trained for the purpose.

Deciding the content. This presents both a teaching and a political problem and causes keen controversy. For some, the content should be related to the needs of the individual, for others to the needs of society. The content should not be decided solely in terms of purely vocational training or educational requirements. It should be derived from the workers' experience and from clear objectives in three areas: cognitive, behavioural (for example, development of solidarity) and, to the extent necessary, psychomotor (skills, abilities, aptitutdes).

[Synopsis of the contents of various paid educational leave projects formulated by the political parties in various states (Land)].

T & D	Level	Sector	Country	In referring to this abstract please quote
2	–	–	Germany (Fed. Rep.) 430.2	No. 2/B 58027

Author:
Title:
Bibliographical references:

DIBBERN, H., KAISER, F.J., KELL, A.
Berufswahlunterricht in der vorberuflichen Bildung
Bad Heilbrunn/OBB, Verlag Julius Klinkhardt, 1974, 158 p.

Translation of title:

Career preparation as part of prevocational training

Subject analysis

Experts' report on problems of providing genuine "career preparation"; guidance and prevocational training services; proposed matrix for construction of an educational programme related to "career preparation"; concrete proposals.

Contents analysis

This experts report was produced at the request of the Federal Institute of Labour (Bundesanstalt für Arbeit) in order to examine how co-operation between the school and the vocational guidance services should be organised with regard to "career preparation" in the broadest sense of the term.

The fundamental right of each individual to choose an occupation cannot be effectively ensured without equality of access to the information required for an independent decision. At present, in the Federal Republic of Germany, vocational guidance includes provisions for individual guidance, which is within the exclusive competence of the Federal Institute of Labour and for prevocational education (Arbeitslehre) given during the 9th school year. Some of these provisions should be integrated in a comprehensive curriculum dealing with "career preparation" (Berufswahlunterricht). It is essential for this purpose that close co-operation be maintained between the Federal Institute of Labour and the school system, following the principles outlined below.

Occupational information (Berufsaufklärung), currently the responsibility of the Federal Institute should be integrated into a programme of "career preparation" which would be the joint responsibility of vocational guidance counsellors and teachers.

Traditional methods of occupational information, (school lectures, parents' meetings, etc.) should be reinforced by public exhibitions and the creation of occupational information centres (Berufsinformationszenter).

Prevocational instruction (including practice periods in industry) should start from the 7th school year and continue beyond junior secondary school. As far as possible it should observe the principle of differentiation (combining obligatory and optional subjects). To be effective,

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collaboration between guidance services and the school must be based on integrated structures and curricula within the framework of career preparation. The syllabi could be determined with the aid of a didactic matrix relating individual criteria for the planning of vocational streams and the occupational frame of reference (relating to widening fields of application: work post, occupation, occupational sector, etc.). Active teaching methods should be used as much as possible.

Practical proposals

1. Establishment within the Federal Institute of a "central working group" (Zentraler Arbeitskreis) responsible for information and for decision-making on instruction relating to "career preparation"; co-ordinating co-operation with other organs; formulating guidelines for establishing curriculum components; ensuring pedagogic supervision of the production of teaching materials; evaluating pilot projects concerned with curriculum content and with teaching material.

2. Establishment in each state (Land) of a working group to test a teaching model relating to "career preparation", under the supervision of experts in work study and economics.

The syllabi of training courses for vocational guidance counsellors and teachers responsible for courses dealing with occupational choice will be related to the objectives and components of such instruction. It will embody a group of subjects, related to technical fields and to the educational sciences.

T & D	Level	Sector	Country	In referring to this abstract please quote
4	–	–	France 44	No. 4/B 60633

Author:
Title:
Bibliographical references:

Conseil national du Patronat français (CNPF)
La formation permanente
Paris, CNPF, Editions techniques patronales (ETP), 1974, 120 p.

Translation of title:

Continuing training

Subject analysis

Book summarising the discussions which took place during two study days on the problems for undertakings of applying the law on continuing training.

Contents analysis

Study days were organised at Deauville on 20 and 21 November 1973 by the National Council of French Employers (Conseil national du Patronat français - CNPF) for the purpose of assessing the application of the 1971 law on continuing vocational training [cf. CIRF abstract No. 1/L 126, Vol. 10]. They were attended by 600 representatives from mainly large undertakings and from employers' organisations and training associations. Nine subjects were examined, in 28 committees. The book presents a summary of their work.

Problems facing undertakings

1. The role of information in the undertaking. Any communication system in industry should aim at counteracting the idea that the aims of the undertaking and the interests of the employees are necessarily opposed Training should be presented as a means of ensuring security and mobility of employment, but not necessarily leading to promotion.

2. Formulation of the training plan. This subject created the greatest interest among participants. The following questions were discussed: assessing training requirements and the procedure for formulating the plan; choice of means and methods; financial elements. It was agreed that a training plan should contain, as a general rule: a statement setting out the over-all objectives; a list of activities defining particular objectives and the means (internal or external), selected details of the anticipated results and the programme, the number of trainees and the training time. [Examples of the formulation of training plans].

3. Consultation with the works council. This consultation, required by legislative texts and regulations, presents certain problems: interpretation of the concept of "consultation", its scope, the conditions under which it should take place and ways of overcoming the negative attitude of many

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councils; the conditions for a genuine co-operation. An effective dialogue presupposes, in particular, the organisation of systematic information campaigns among the personnel, a clear definition of the aims of the undertaking, information on the financial implications of the training plan and, possibly, the assumption by the council of responsibility for part of the general basic training.

4. Execution and results of the training plan. Five points were studied: the training structures in the undertaking; training management systems; costs; evaluation of the results; the role of the managerial structure of the undertaking and its relations with the training officer or training director. The discussions confirmed that: vocational training continues to offer undertakings opportunities to improve or radically modify their organisation; the law permits wide freedom, which should be conserved; management should be involved at all levels in the organisation of training. In connection with the management of training, it is desirable: to draw up a training plan, so as to maintain cohesion between the development of the undertaking and its employment requirements; to make a strict cost-analysis and to define objectives with precision, so as to be in a position to evaluate the results; to organise a follow-up to the training.

Problems encountered by employers' organisations and training associations (associations de formation, ASFO)

Created by occupational and inter-occupational organisations, the role of the training association is to inform and interest heads of undertakings and to advise and assist them. The discussions covered the following aspects: (1) informing and interesting heads of undertakings (analysis of reasons for reserve, information activities, policies and methods of information, etc.); (2) help and advice for undertakings (position and duties of advisers, role of the management and of the adviser's collaborators in the undertaking); (3) initiating training activities by the ASFO (characteristics, co-ordination, etc.); (4) relations with trade unions and other training agencies, management, problems of allocating expenses and sub-contracts; (5) administration of the ASFO.

T & D	Level	Sector	Country	In referring to this abstract please quote
5	Operative	3	Canada 71	No. 5/B 61793

Author:
Title:
Bibliographical references:

RANKIN, J.R.
Behaviour modification theories applied to the training of production workers
The Canadian Personnel and Industrial Relations Journal, Toronto, Vol. 21, No. 5, Oct. 1974, p. 53-56.

Translation of title:

Subject analysis

Article on an experiment in using behavioural modification techniques in training a new shift of production workers; design of training programme; results.

Contents analysis

As a result of a decision to convert from two to three shift operations a plant producing asphalt shingles decided to introduce a new training programme based on behaviour modification techniques. The premise behind behaviour modification is that positive reinforcement must be provided to produce desired behaviour. Previously, when additional shifts had been added, the experienced crews had been broken up, spread evenly over all shifts and utilised as part of the training process. Under such a system no shift was fully experienced. The result was low production and high trainee turnover rates (sometimes 50%). To the experienced worker it had meant loss of production, more machine breakdowns and increased pressure from supervisors. To the new worker there had been no possibility to stop and deal with difficulties as they arose. Mistakes resulted in criticism by fellow workers and the supervisor with a resultant loss of self esteem. The environment was certainly not conducive to learning.

Design of the new training programme

The new programme attempted to develop rewards rather than punishments for the three groups involved in the training: experienced workers, trainees and supervisors. The traditional approach to mixing new and experienced workers was abandoned. The third shift became a complete new unit of inexperienced workers. The aim was to prevent loss of production on the existing shifts and to prevent new workers being blamed for production problems.

The training lasted two weeks and began with a meeting of new employees and the person responsible for training. An explanation of company policies, safety rules and an outline of the training programme was followed by a tour of the plant during which new employees were able to ask questions of other employees. The remainder of the first week was

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spent observing operations and following practical and theoretical instruction. During this period each trainee was given a detailed list of performance objectives. Each day the instructor marked up the objectives achieved by each trainee. Emphasis was on accomplishment, not on areas of difficulty.

In the second week, each trainee was assigned to an experienced operator to observe, assist and ask questions. Periodically he was questioned by the instructor to determine his progress and additional on-the-job or classroom training was given if necessary.

At the end of the 2-week training period, trainees were assigned to their jobs as members of the new shift. Maximum supervisory assistance was provided for the new shift. When problems arose, the line was shut down and the plant became a classroom. All the trainees gathered at the training area, the problem was diagnosed and solved. The foremen were given "Job Performance Report" forms for each of the new workers, which were completed after a 4-week period on the job. Results were discussed with the trainee and the instructor.

Results of the training programme

Two weeks after the training period, the new shift was producing at 79% of standard production, and after four weeks this figure rose to 96%. The plant reached the highest production level ever obtained during the second month following the training. Labour turnover was reduced to two out of nineteen new employees.

A strong feeling of teamwork had developed among members of the new shift, there was a friendly feeling of competition among shifts and foremen reported that they had enjoyed playing their role in the training of the new men.

T & D	Level	Sector	Country	In referring to this abstract please quote
5	Management	–	Switzerland 494	No. 5/B 61792

Author:
Title:
Bibliographical references:

STIEFEL, R.T.
Welche Bedürfnisse haben die Teilnehmer von Management-Kursen?
Industrielle Organisation, Zürich, Vol. 43, No. 10, p. 443-447.

Translation of title:

Determining the needs of participants in further training courses for management staff.

Subject analysis

Article on methods for adapting further training courses for management staff to the needs of the individual.

Contents analysis

It is possible when planning further training courses for management staff to take account of individual needs, instead of offering the same programme to everybody. Six principal methods exist for determining these needs.

1. By means of a detailed list of the course objectives. The list must first of all be discussed in detail with the participants to avoid misunderstandings. Each individual is then invited to evaluate the objectives, using a suitable measure, in relation to his own requirements at the beginning of the course. This method produces a classification of further training needs in order of importance.

2. By means of reciprocal interviews between participants. During the interview, the participants are led to discover their further training needs. They should be taught beforehand how to conduct an interview.

3. By means of a structural analysis of the participants' jobs. The participants are placed in a situation where they are led to analyse critically their functions and role in the undertaking. For this purpose, they require points of reference against which to examine their functions correctly. The analysis proceeds in predetermined stages, culminating in a priority list of training needs for each person.

4. By means of an exercise to identify problems. At the beginning of the seminar, each participant is required to indicate the problem in connection with which he feels the greatest need for further training. The problems are entered on filing cards which are displayed on the walls. The effect is to motivate the participants, to give them confidence and to release group dynamism. Each participant then receives the complete list of problems, together with criteria enabling him to evaluate the contribution made by the subjects studied at the seminar to

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a solution of the problems. The evaluations are discussed after studying each subject.

5. By means of group discussion. First, each participant attempts personally to identify his further training needs; then, by turns, the participants indicate a single need; a list is then established and discussed by the group.

6. By means of the systematic recording of critical incidents experienced at work by the participants.

These methods are differentiated by the degree of precision in the determination of further training needs, by the amount of work and the time required. Their common denominator is that they yield realistic data on which to plan courses and give the participants a central role.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	6	–	–	German Dem. Republic 430.3	No. 6/B 61395

Author:
Title:
Bibliographical references:

HUTTNER, R.
Lehrlinge in die Vorbereitung des beruflichen Unterrichts einbeziehen
Berufsbildung, Berlin Vol. 28, No. 7/8, July/Aug. 1974, p. 356-358.

Translation of title:

Involving apprentices in the preparation of their own vocational courses

Subject analysis

Article describing a method for developing initiative and original thinking among apprentices by involving them in the preparation of their own courses.

Contents analysis

One of the objectives of vocational training is to develop initiative and original thinking. An effective means to this end is to involve trainees in the preparation of their own courses. Tasks of increasing difficulty can be progressively given to them by the teachers according to the levels of complexity outlined below:

1. Essentially practical activities. Good trainees can: participate in the setting up and trying out of experiments; prepare teaching material; draw diagrams on the blackboard; prepare the parts and tools required for practical instruction in the workshop, etc.

2. A trainee or small group is given responsibility for tasks of a more theoretical nature. Preparation of a short talk relating to either theoretical or practical instruction; formulation of an operational plan for carrying out a technical project; information meetings on the preparation of case studies or business games; planning the sequence of operations for the performance of given tasks. These activities develop business acumen as well as the capacity for logical and technical thinking.

3. Execution of complex tasks under the supervision of teachers. Preparation of lectures, reports on experiments, a description of a job or of the undertaking, for presentation to the class; development and construction of teaching materials; introduction of apprentices to a new work post by apprentices who have successfully completed their training, etc.

The introduction of these methods requires the teachers to plan carefully the sequence of instruction given to a class, in order to determine which tasks are to be given to individual trainess at a given point in time.

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	T & D	Level	Sector	Country	In referring to this abstract please quote
	7	Foreman	–	German Dem. Rep. 430.3	No. 7/B 62755

Author: ILLIGENS, G., ACHTEL, K.

Title: Die Weiterbildung der Meister effectiv gestalten

Bibliographical references: Berufsbildung, Berlin, Vol. 28, No. 9, Sept. 1974, p. 398-400.

Translation of title: Towards the effective organisation of further training for foremen

Subject analysis

Article on the results of an inquiry into the organisation of further training for foremen: weaknesses and recommended practices.

Contents analysis

An inquiry was carried out in several undertakings and corporations into the organisation of the further training of foremen (Meister), as laid down in the decree of 1 September 1973 on the initial and further training of foremen [Verordnung über die Aus- und Weiterbildung der Meister, Gesetzblatt, Vol. 1, No. 33, 1973, p. 342-344]. Certain weaknesses appeared: the aims of further training are not sufficiently precise in terms of the objectives of different undertakings; insufficient attention is paid, in the fixing of concrete objectives, to the demands of rational organisation of work and to the rationalisation and improvement of products; some undertakings have not introduced a technological content into the courses.

As a general rule, three criteria should be considered when determining the content of further training courses for foremen: the demands of the operation under consideration; the particular techniques and organisation of the undertaking; the working experience of the persons concerned, in particular their supervisory experience.

Certain forms of further training of foremen have proved their worth, in particular the organisation of a "training day for foremen" (Tag des Meisters). In most undertakings and corporations 80 hours are devoted each year to the further training of foremen, and many undertakings have recently raised the figure to 120 hours. In general, this time is divided equally between training courses and information sessions concerning such questions as: safety and discipline in the undertaking, labour law, women's work, organisation of production, competition and new developments, etc. The information sessions are given by the managers or technical managers of undertakings, by trade union representatives, etc.

The attitude of foremen to further training depends on the methods adopted and contacts with the teachers.

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In one of the firms (Volkeingener Betrieb Eisen- und Hüttenwerke Thale), the foremen expressed a preference for variety in teaching techniques, for discussion of problems and for practical exercises. These views are reflected in the organisation of courses as follows: to prevent loss of time, information sheets on the subject of the courses are distributed to the participants; the teaching personnel establish contact before the beginning of the course and documents are distributed to enable participants to read up on subjects beforehand. At the end of the course, they have an opportunity to give their opinion on course content, methods and organisation and to analyse their own results.

T & D	Level	Sector	Country	In referring to this abstract please quote
7	–	–	United States of America 73	No. 7/B 61811

Author:
Title:
Bibliographical references.

BAKER, G.E.
A preliminary investigation of teacher and student attitudes towards vocational education
Journal of Industrial Teacher Education, Lafayette, Ind., Vol. 11, No. 4, 1974, p. 19-31.

Translation of title

Subject analysis

Article on research carried out to assess teacher and student attitudes towards vocational preparation in secondary schools: method; findings; conclusion.

Contents analysis

A study has been carried out to assess teacher and student attitudes towards vocational education at secondary school level. Three factors were considered for investigation: (1) degree of favour with which students regard vocational programmes; (2) comparison between the status of vocational streams with academic streams; and (3) regard for work values.

A list of 22 statements was compiled and presented to a panel of five vocational teachers for comment. The panel revised, deleted and added statements arriving at unanimous acceptance of 27 statements related to the three factors being investigated. These 27 statements were then reassessed ("agree" or "disagree") by a further 40 vocational teachers. The items to which the teacher group exhibited neutrality were deleted. A final scale consisting of 20 statements was derived and divided into three groups relative to the three factors.

The scale was then administered to students in vocational classes in 7 different schools, including three rural and four metropolitan schools. A total of 334 students, following a variety of vocational courses, were polled. The responses of the students were classified on the basis of race and geographic location. Attitudes of 77 minority students (Blacks, Mexican-Americans, Indians) in urban areas, 199 white urban students and 58 white students from rural areas were compared with a control group. Responses were anonymous. The data from the teacher group became a basis for comparison in the analysis of student reactions.

The mean scores were examined to ascertain whether the reaction to each statement was favourable or unfavourable. This polarity indicated by mean scores was further examined for each of the three groups of statements. The scale used allowed a range of values from 1 to 5, with the value of 3 being a midpoint or neutral position. An analysis of

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variance was performed for each of the 20 statements on the scale with 0.05 as the level of significance.

Main findings

1. Both teachers and students exhibited scores indicative of a favourable regard for vocational education.

2. Although the scores indicated favourable attitudes by both teachers and students towards vocational education there was an indication of a persistent value placed upon academic preparation as being probably the best.

3. No group displayed unfavourable attitudes towards work. Although extrinsic factors such as pay and advancement were considered important, they were perhaps no more important than the intrinsic factors comprising meaningful work. However, minority groups, which were probably less affluent placed a greater importance on pay than did other groups. The teacher-group attitudes exhibited lack of concern about the importance of job advancement and in this respect differed from the attitudes shown by students.

Generally, the analyses of the data indicated that all students groups held vocational education in high regard. However, comparison between vocational and academic education revealed a continued preference for the latter. Some indications suggest that the teachers themselves may put a higher value on academic rather than vocational preparation. Whether these preferences towards college preparation are increasing or diminishing is now known.

Several factors limited the scope of this study and further investigation is needed to understand how and where such attitudes are formed. This knowledge is vital to the widespread acceptance of vocational programmes.

T & D	Level	Sector	Country	In referring to this abstract please quote
8	–	–	United States of America 73	No. 8/B 61280

Author:
Title:
Bibliographical references:

MORANO, R.A.
A new concept in personnel development and employee relations
Personnel Journal, Swarthmore, Pa., Vol. 53, No. 8, Aug. 1974, p. 606-611.

Translation of title:

Subject analysis

Article on a new approach to personnel development; existing personnel practices, need for an improved "match" between occupations and individuals; the implications of a "value profile".

Contents analysis

Personnel development is more than a simple training function. It involves selection, career guidance, training and continuing education aimed at optimising the utilisation of talent within an organisation. There must not only be a diagnosis of the individuals and the organisational system, so as to match individuals to occupations, but also a blueprint of upward or lateral career mobility.

Jobs themselves have certain characteristics that require an accurate match with an individual's abilities, needs and interests. Job analysis, specifying requirements for entry into specific jobs is the main tool used to achieve this initial match. The Dictionary of Occupational Titles (DOT) [cf. CIRF abstract No. 12/B 25490, Vol. 7] published by the United States Employment Service (USES) has classified thousands of occupations in terms of training requirements. The DOT includes not only aptitude and skill requirements for the job, but also requirements relating to temperament and interests.

All too often, however, evaluation of job/man relationships ignores "personal values" in relation to job specifications. Job analysis gives job specifications in terms of abilities, aptitudes, and educational requirements. It is equally important that an individual's values must be in line with those of the job. Otherwise, the likelihood of an individual becoming dissatisfied with a job is greatly increased. The use of a "value profile" should therefore supplement existing systems.

A method using "expressed values" could be implemented by requesting the supervisors and subordinates for a given job or job family to define a "value profile" for the job. This means that each job would be allocated a scale of values, just as each job should have a list of aptitudes and skill requirements. The values revealed for each job would have validity in the sense that they were generated by a meaningful sample of

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supervisors and subordinates who do the job. For example, an agreed value scale for an engineer might include achievement, problem solving and intellectual stimulation.

With a "value profile", an individual can express his values in the employment interview, and then decide whether his own values are in line with those revealed for the job. A value profile, therefore, supplements the information already available about people and jobs so that managers and personnel specialists can be equipped with another tool to improve their chances of making successful placement decisions.

There is nothing new about such an approach. Value inventories have been used for a long time for personnel assessment and educational choice. So far, however, they have not been used systematically to align the expressed values of an individual with the value system of the occupation. Used in this way, they should increase the likelihood of individuals making a meaningful contribution to the organisation for which they work.

T & D	Level	Sector	Country	In referring to this abstract please quote
8	–	–	USSR 47	No. 8/B 63286

Author:
Title:
Bibliographical references:

HODAKOV, A.I.
Pedagogičeskie problemy stanovlenija ličnosti molodogo rabočego
Sovetskaja Pedagogika, Moskva, Vol. 34, No. 9, Sept. 1974, p. 68-75.

Translation of title:

Pedagogical problems connected with the personality of the young worker

Subject analysis

Article on research on the adaptability of young persons to working life and on the educational tasks of the supervisor.

Contents analysis

The Research Institute for Adult General Education of the USSR Academy of Educational Science (Naučno-issledovatel'skij institut obščego obrazovanija vzroslyh APN SSSR) ascertained that 75% of the floating workforce in Leningrad and its neighbourhood was made up of young workers who had entered employment not more than 3 years before. Appropriate teaching methods should be formulated to awaken in young workers a consciousness of their new obligations.

The Institute carried out a sample survey in 6 Leningrad undertakings, covering 700 young workers of whom 50 were pupils in the final year of vocational school and were undergoing in-plant "production practice". The research comprised: observation for one year of the behaviour of a group of newly recruited young workers, discussions with young workers already having some experience of work in an undertaking, examination of data published in educational journals during 1971-73 on the adaptability of young people to work, organisation of a seminar for supervisors on the problems of applying teaching methods under production conditions, analysis using sampling techniques of the educational activities of undertakings.

Main results

1. As a rule, the forging of links between the undertaking and young people begins before they join the workforce, indeed from the moment when their entry into employment is perceived as an imminent event. Such young people, as well as those who have been at work for 2 or 3 months, are generally characterised by the high esteem they have for their own work skills and for the social value of work in general, and they willingly recognise the authority of other workers. However, the inquiry showed this attitude to be short-lived.

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During this initial period of adaptation (2 to 3 months) the supervisor's educative task is not simply to familiarise the newcomer with the workplace and the community which he is joining, or to introduce him to his older workmates; it is also to make a psycho-pedagogical diagnosis of his personality. To do so, the supervisor must gather information on the young worker's family and previous studies, discover his aspirations and the motives which led him to take up work in manufacturing industry.

2. The second and most complex period of adaptation generally ends with the completion of the first year of employment. During this period, the young worker is normally prey to internal conflicts, caused by the contradictions between the demands of working life and his own concept of that life, his desires and ambitions. It is at this time that he acquires a critical attitude towards his role in society as a worker and towards the social opportunities that role implies. The greatest dissatisfaction on this last point is felt by the group having received a general secondary education. During this difficult period of adaptation, the supervisor's interventions are frequent. By his educative activities, addressed individually to the young worker (on the basis of the previously made diagnosis) he can give the latter the necessary impulse to acquire a stronger personality and increase his understanding of the inherent social worth of his role as a worker. The supervisor's chief task is to accelerate the process, which is generally much too slow, of integrating the young worker into the working environment. It is strongly recommended that an experienced worker should be involved in this activity.

3. The third stage, usually 2 years, is the time when the young worker acquires a more thoughtful attitude to his occupation and becomes more aware of the importance of his contribution in the world of work as a whole. Through this same process, he becomes fully conscious of his social role as a worker. The number of workers who still regard employment in the manufacturing industry as a temporary phase was found to be 46% among those who had worked 3 years. During this stage, the supervisor-educator must encourage the young worker to perform more difficult tasks, to assimilate new techniques, to cultivate an interest in technical innovation and also to take part in the social activities of the undertaking.

T & D	Level	Sector	Country	In referring to this abstract please quote
9	–	–	United States of America 73	No. 9/B 61810

Author:
Title:
Bibliographical references:

FAST, Dorothy
A new approach to quantifying programme effectiveness

Training and Development Journal, Madison, Wisc., Vol. 28, No. 9, Sept. 1974, p. 8-14.

Translation of title:

Subject analysis

Article on a new type of evaluation form which attempts to measure the success of a course in terms of participants' personal goals.

Contents analysis

Realistic evaluation of training programmes is a problem which plagues training authorities. In most training programmes standard evaluation forms allow the participant to rate the course but not generally in precise terms. Words like "yes", "no", "excellent" and "satisfactory" do not convey very much. At best a standard evaluation form, completed in such terms, may reflect the general strengths and weaknesses of a programme. However, it provides little guidance in determining what steps should be taken to improve the programme.

Far too often, training directors design courses in relation to what they "believe" to be participants' needs. Only when an accurate method is devised for determining how well participants' needs actually are being met can a programme be adjusted, refined and improved. Crucial, therefore, to any refinement process is a method for "measuring" the extent to which participants achieve their own personal objectives.

This would mean an evaluation process in terms of objectives selected by the participant. It would be based on the following two assumptions: (1) non-observable behaviour can be measured but it must be measured by the participant, not only by a performance test; and (2) desired behaviour, both observable and non-observable, is subject to varying degrees of achievement and should be quantified by the participant in terms of degree rather than by absolute performance.

A Canadian insurance company has carried out experimental evaluation programmes along these lines. The evaluation form lists the objectives of the course but the participant is asked to place a check mark against only those objectives which are important to him and to indicate their relative importance on a numerical rating scale. This he does at the

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first session. At the end of the course the participants are asked to indicate, on the same form, the degree to which each objective was achieved.

This numerical evaluation form does not replace the written evaluation form, but supplements it. A written form is also distributed at the end of the course and enables participants to convey certain impressions not provided for on a quantitative form.

So far, on the basis of 19 training programmes in which 305 men and women have participated, the combination of the written and numerical evaluation forms has worked well. In deciding the relative importance of each objective on the numerical form, the participant is able to clarify personal outcomes. He can then assess during the course the extent to which a particular session is fulfilling his particular personal objectives. At the end of the course, despite subjective factors such as the influence of other participants and the performance of the instructor, he is asked once again to consider the course in terms of his original personal objectives.

Furthermore, because the importance of objectives is weighted numerically the instructor is provided with a quick overview of the needs of a particular class before the programme begins. The form can also be useful to the trainer, particularly in a large organisation, as a simple instrument for monitoring various programmes. Course objectives that consistently score low in points can be minimised, and course content revised accordingly. Objectives that score high in importance can be emphasised.

The new form is not the complete answer to reliable evaluation. It does however provide a new tool for measuring and improving training performance.

T & D	Level	Sector	Country	In referring to this abstract please quote
10	—	—	France 44	No. 10/B 61284

Author: -

Title: L'entrée des jeunes dans l'entreprise - Mille et un jeunes dans l'entreprise à Roubaix-Tourcoing

Bibliographical reference: Informations SIDA, Paris, supplément No. 243/244, July-August 1974, p. 2-11.

Translation of title: Entry of young persons into employment - a thousand and one young people in undertakings in Roubaix-Tourcoing

Subject analysis: Report on the initial findings of a survey on the relation between level of training, the search for the first job, job satisfaction: methods, results.

Contents analysis

Two inquiries were conducted in the Roubaix-Tourcoing region in 1972 and 1973 by means of oral and written questions. 1,001 young persons were covered: 485 still studying or in search of employment; 516 in employment or seeking their first job. The completed questionnaires were used to extract a random sample of 650 young persons - 51.7% boys and 48.3% girls (corresponding to the 1968 census returns), average age 18 to 20 years. An analysis of the replies yielded the results summarised below, which are subject to verification.

Occupational preferences, where expressed, were divided roughly equally between industry, commerce, services and the public sector. Most of the young persons were without clear ideas. 80% had voluntarily interrupted their training, 17% had been obliged to do so. About 44% had not gone beyond compulsory schooling. More than half had started looking for employment with no occupational preparation at all; 45% had some vocational qualifications. The age at which studies ended was related to social origin.

The search for employment was done through: individual initiative, 34%; personal contacts, 25%; local employment agency, 16%; press advertisements, 14%; the school, 9%. The difference between boys and girls was negligible. The chief obstacles were: lack of qualifications and training, 21%; insufficient remuneration, 23%; no demand, 35%. Despite these difficulties 69% had found work within 2 months. The fact of having had some basic training does not appear to have had a decisive effect. Holders of a general education secondary school certificate seem to have had the most difficulty.

The level of employment obtained depended closely, in the industrial sector, on the level and type of education and training. This relationship was less significant for white-collar workers.

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Seventy-three per cent in all said they were satisfied with their first job; this included 48% of the boys without certificates and 78% of the girls.

The chief reasons for dissatisfaction emerging from a separate study based on 300 applications for unemployment benefit, were: insufficient remuneration - boys 30%, girls 9%; the work and the working environment - boys 23%, girls 16%; desire for promotion - boys 14%, girls 9%. Of the girls, 25% gave family reasons.

An initial survey of 31 young workers who had resigned from their last job indicated among other things that: half had received little or no training; hardly any had gone beyond compulsory schooling; 6 had had four or more jobs, 5 three jobs and 13 two jobs, while 26 expressed a preference for a stable job in the same undertaking. Pay was the chief factor in judging a job. Before starting work more than half the young persons had wanted to obtain employment in some other locality, this desire being particularly strong among the best qualified. After starting work, about one-third had in fact sought employment elsewhere.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	10	–	Fabricated metal products 38	United Kingdom 42	No. 10/B 60953

Author:

Title:

Manpower Planning Unit, University of Warwick
Manpower forecasting for the engineering industry

Bibliographical references:

Watford, Engineering Industry Training Board, 1974: Occasional paper No. 4, 62 p.

Translation of title:

Subject analysis

Paper describing research to develop new techniques for manpower forecasting in the engineering industry: empirical analysis (output and employment; occupational structure; labour hoarding and supply); theoretical deductions; appendices; bibliography.

Contents analysis

[Since 1970 the Manpower Planning Unit at the University of Warwick has been financed by the Engineering Industry Training Board (EITB) to undertake research into manpower forecasting. This Unit, set up for a period of five years, was given the brief of exploring the whole problem of manpower forecasting for the engineering industry. The aim was to develop methods of forecasting which could guide the Board in its policies. The research breaks new ground in so far as it covers all occupations rather than concentrating on total employment or specific key occupations. This paper describes the background to the work of the Unit and some of its preliminary results].

The Unit is not concerned with output but has concentrated on how trends in output translate into demands for labour at different skill levels. This strategy was a conscious choice in that output trends in engineering are already well documented at national level. What is less clear are the manpower implications of such trends.

While the issues are difficult, it is abundantly clear that it is important to develop forecasts of the future manpower position in industry. Employment of labour of a particular skill is the sum total of the employment of that skill in each branch of the engineering industry. If recruitment and training are to be rationally based then it is essential to forecast skill employment patterns throughout the industry.

In traditional economic theories, manpower policy is at best an adjunct to the main allocative mechanism at work in employment markets, namely wages. In this approach, the demand for different types of labour at different wage-rates is influenced by the possibility of substitution between them at the margin and by the possibility of substituting between other factors of production - capital or land - for labour that becomes relatively expensive.

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There are serious restrictions to this approach. Any industrial sector embraces a complex set of relationships and reality may differ fundamentally from the assumptions made. Experience in the engineering industry has cast considerable doubt on the usefulness of "mechanistic" manpower models when forecasting labour requirements in detail.

The research carried out so far passes through the stages of describing the major changes which have taken place, to defining the relevant economic relationships which determine the observed changes, and finally to estimating the relative importance of these different determinants of behaviour. A theoretical model has been established based on a system of production relationships. The model is primarily intended for investigating short and medium-term production and employment phenomena. Periods of up to five years are, in practice, the most relevant planning horizons for "active manpower planning", which is the primary concern of the EITB.

In particular, the proposed model moves away from assuming the existence of an unchanging relationship between inputs (fixed-coefficient theory of production) which is traditionally associated with the manpower requirements approach. In addition, the relative prices of inputs play a key role in determining the technologies chosen and, although the model is demand-oriented, supply features also play a role. Finally, rate-of-return comparisons can be made which should enable the optimal level and type of education and training to be found for each skill group.

The model should prove a useful tool in countries where there is a solid data base in the engineering industry. The forecasts can be made contingent on output growth, investment behaviour and the supplies of various factors of production. The framework on which the model is built is ideal for carrying out simulation experiments. Approaching the problem of forecasting in this way should make it possible to check and evaluate the forecasts when actual employment levels for predicted years become observable. To date, it has generally been impossible to evaluate past forecasts.

T & D	Level	Sector	Country	In referring to this abstract please quote
11	–	–	United States of America 73	No. 11/B 61194

Author:
Title:
Bibliographical references:

SORKIN, A.L.,
Education, unemployment and economic growth
Lexington, Mass., Toronto, London, D.C. Heath and Co.: Lexington Books, 1974, 136 p.

Translation of title:

Subject analysis

Book on manpower economics: anatomy of employment and unemployment; job structures; postwar unemployment; interrelationships between unemployment, economic growth and poverty; manpower programmes; employment projections.

Contents analysis

[This book discusses manpower economics in a non-technical manner. It is intended for those who must make decisions based on a prior understanding of labour market dynamics and current manpower development programmes in the USA].

Labour statistics are a vital tool of government. They serve as guides to public policy in the development of measures to strengthen the economy and to provide assistance to those who are unemployed. A study of US statistics over the past 25 years reveals major changes in the labour force. Government and service industry jobs have increased while those in manufacturing, mining, transportation, public utilities and agriculture have fallen. The percentage of unskilled workers has also fallen. Participation rates also show a changed pattern; male participation rates have declined while those of women - especially married women - have increased. There is also a decline in the participation rates of less educated workers due to a lack of employment opportunities for workers with little education. Black unemployment rates have been approximately double those of whites.

Although it is important to know the trend and magnitude of the total level of unemployment, it is also necessary for political purposes to examine variations in its composition. What groups of workers are most likely to be jobless? Are they concentrated in certain industries, occupations or geographical areas? Are they primarily the less-educated or the more highly skilled? How long have they been out of work?

Answers to these questions are crucial in the formulation of a coherent manpower policy. Moreover, an in-depth study of sector unemployment rates is essential to formulating appropriate manpower strategies aimed at reducing the incidence of joblessness among those subgroups of the population in which this problem is most severe.

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While there was no general tendency for structural unemployment to worsen in the postwar period several sectors of the work force did experience sharply higher relative unemployment rates. During the 1960's a massive Federal Manpower Programme was initiated. It provided training for the technologically displaced; public employment for youth, the aged and those on welfare; subsidies to private employers to hire, train and employ disadvantaged workers; residential vocational education for teenagers; basic education for adults, as well as other services. These programmes have generally not lived up to the expectations of their initial proponents. High drop-out rates and the inability to place graduates in good jobs seem to be the rule and not the exception. However, since many of these programmes have made a serious effort to reach extremely disadvantaged young people, their poor performance, in terms of assessment criteria, should be considered in this light [cf. CIRF abstracts Nos. 2/B 49820, 2/B 51609, 2/B 52060, 2/B 56274, Vol. 12].

Manpower projections will continue to be used by business and Government to forecast changing manpower needs as well as to pinpoint shortages and surpluses. They assume a large degree of stability in the general social and economic climate. Unfortunately this is not always the case. In addition, analysis of data is open to conflicting interpretation.

Three of the more pertinent factors to be considered are demographic shifts in the population as a whole and changes in both technology and social conditions. With respect to technology, economists differ widely in their assessment of future changes. Some see a fairly stable position while others foresee mass unemployment unless our present institutions and attitudes concerned with employment are drastically modified. While some improvements may be expected in the field of manpower projections, it would be unrealistic to assume that any forecasting procedure can ever be developed that would enable labour force movements to be accurately predicted.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	12	–	Construction 5	USSR	No. 12/B 61552

Author: KUPRIJANOVA, Z.V.

Title: Izmenenija v tekučesti rabočej sily v stroitel'nyh organizacijah

Bibliographical references: Izvestija Sibirskogo Otdelenija Akademii Nauk SSSR, Novosibirsk, Series 2, No. 6, 1974, p. 54-56

Translation of title: Causes of labour turnover in the construction industry

Subject analysis

Article giving the results of a comparison between two inquiries (1965 and 1971) on the motives for labour turnover in building enterprises in western Siberia.

Contents analysis

The results of an inquiry into labour turnover conducted in 1971 among building workers in Novosibirsk were compared with those of a similar inquiry in 1965. The exercise brought out the following points.

1. Earnings

Between 1965 and 1971, there was a reduction in the number of workers leaving because of unsatisfactory earnings (in fact, average wages rose during the period). None-the-less, this remains one of the principal motives for leaving.

A more searching inquiry was conducted among workers who had given this reason (11.7% in 1971). It was revealed that 45% of them considered their earnings unsatisfactory only because the basic rate was too low and the production standards set were too high. Similarly, 45% blamed the inefficient organisation of both the work and production, criticising, above all, the poor use being made of their skills since the work bore no relation either to the occupation for which they had been trained or to their level of qualification.

2. Working relationships

The numbers leaving because of unsatisfactory human relations, on the other hand, increased during the period. Shortcomings of foremen and administrative personnel are tolerated less and less by today's workmen. The survey indicated a constantly increasing number of abrupt departures following differences at work.

3. Housing problems

There was no significant change between 1965 and 1971 in the numbers leaving for such reasons as difficulty in obtaining accommodation, over-long journey to work, change of residence. However, this is a complex

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factor, very often concealing other reasons. In 1971, 24% gave this reason for leaving. Of that total, 38% said they had changed their place of residence for family reasons, 31% said they had to go to live with their parents, 16% disliked living in the particular town. Yet to the question, "What do you expect from your new place of work?" one worker in 5 replied that he wanted a job corresponding to his qualifications, or a change of occupation, or better conditions of work and organisation.

In point of fact, change of residence is given as the reason for leaving when the worker prefers not to state the true motive. It would seem doubtful, therefore, that change of residence should be regarded as one of the principal causes of labour turnover.

4. Differences between men and women

Among men, departures because the job did not correspond to the worker's qualifications more than doubled between 1965 and 1971, while those caused by bad working relationships nearly tripled.

Among women, departures caused by dissatisfaction with their working relationships showed by far the biggest increase.

T & D	Level	Sector	Country	In referring to this abstract please quote
12	—	—	Austria 436	No. 12/B 58302

Author:
Title:
Bibliographical references:

DYK, Irene J.
Arbeitsmarktpolitik - Berufsmobilität und Berufseinstellung männlicher Arbeitnehmer
Linz Oesterreichisches Institut für Arbeitsmarktpolitik, 1973, 159 p.

Translation of title:

Employment policy: mobility and entry of workers into employment

Subject analysis

Book describing a study of factors influencing occupational mobility: hypotheses; research methods; results; conclusions and suggestions for research.

Contents analysis

The aims of the study were (1) to check certain hypotheses central to the theory of the mobility of labour; (2) to delineate, on the basis of the data obtained, the basic criteria for a classification of career development. The inquiry was conducted in 1970 by interviews in 3 undertakings in Linz, two of them industrial and one a bank, covering respectively 280, 667 and 192 persons.

The principal hypotheses dealt with (1) entry into working life; (2) career development; (3) current job situation: attitude to the job and the occupation as well as to promotion and further training. The variables were: (a) personal factors; (b) environmental factors (social and regional origins, etc.); (c) the time factor.

Principal conclusions

1. The vocational guidance institutions often act too late to be effective. The educational system provides neither information about working life nor adequate training, and as a consequence the influence of unqualified persons and groups often predominates. The personal guidance interviews, infrequent or too short and coming at the end of compulsory schooling, are powerless to change stereotyped impressions or to lead to an independent and worthwhile decision. Close co-operation between the school, employment services and undertakings is essential. Periods of practical training in undertakings must be organised during polytechnical education, particularly for pupils coming to the end of coming to the end of compulsory schooling. Parents must be associated with the work of the vocational guidance and information services.

2. To remedy the lack of information, the administrative services concerned with employment questions should work out, in collaboration with undertakings, models of career structures indicating the opportunities

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for occupational mobility. Workers should be fully informed of the opportunities available to them under labour and social legislation.

3. The competent personnel services and institutions should provide workers with adequate information on their actual possibilities for mobility and promotion and on the means available. The employment services should help workers to relate aspirations to individual potential.

Further research should be undertaken, in particular -

(1) to devise reliable criteria for studying the present motivational pattern of occupational choice and its evolution;

(2) to improve the comparability of the results of research; to give more weight in analysis to the "employment market" factor and individual factors specific to the undertakings; to identify the relationship between a worker's qualifications and his actual employment opportunities in order to weight the phenomena of mobility;

(3) to examine the links between attitudes to further training, the courses available and the assessment - subjective and objective - of chances of promotion.

T & D	Level	Sector	Country	In referring to this abstract please quote
13	–	–	Germany (Fed.Rep.) 430.2	No 13/B 58733

Author:
Title:
Bibliographical references:

Projektgruppe Arbeitslehre Marburg/Lahn
Arbeitslehre: gesellschaftliche Funktion und Didaktik
Marburg, Druck- und Verlagsanstalt, 1973, 311 p.

Translation of title:

Prevocational education: social and pedagogical function

Subject analysis

Research report on the social role of prevocational education in the capitalist system of production: stages of the research; relationship between changing skills and the job description and between education and production; prevocational education in the educational strategy of employers and in the discussion concerning education.

Contents analysis

The research was undertaken at the request of the Teachers' and Research Officials Union (Gewerkschaft Erziehung und Wissenschaft - GEW). It took place between May 1972 and July 1973. Progress reports were published at intervals. The results were discussed in depth at a seminar in June 1973 in which teachers, students and specialists in teaching methods took part. The research group's mandate was to study "prevocational education" (Arbeitslehre) with a view to: analysing the teaching methods at present used in prevocational education [cf. abstracts Nos. 5/B 41858, Vol. 10 and 2/B 58027, Vol. 13] in relation to its social function; examining how such education can give young people the attitudes and rudimentary skills necessary to achieve a greater degree of independence during training and working life, to work in a community and to develop a sense of solidarity.

Because of the brevity of the research, proposals regarding areas to be included in prevocational education were limited to the production process. The following questions were studied: the role of polytechnical education; scientific and technical progress; the relationship between the technical structure of the productive process and the evolution of corresponding skill structures; the extent to which "extra" skills above the needs of the job can contribute to improving wages and job security; determination of the technical content of prevocational education.

Main conclusions

Change in technical equipment and hence in the organisation of work, is not self-governing. Any such change depends on the decisions of employers whose aim is production at lowest cost. As a consequence, skills are kept at the lowest possible level as long as such a policy does not mitigate against production objectives. Thus technical progress obliges workers to acquire not so much new skills as certain mental

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qualities, like "aptitude for change" and "sense of responsibility", which facilitate rapid adaption without creating manpower problems.

For the employers, the role of prevocational education is to prepare the worker to adapt to changes in production techniques, not by providing technical knowledge and skills which strengthen his mastery of the production process, but by developing attitudes which enhance his adaptability.

The general nature of abilities developed at school, assured by its complete isolation from the production process, is calculated to assure the adaptability of individual work potential to the over-all needs of particular employers. In these circumstances it is unrealistic to expect that school-based prevocational education will impart vocational skills and knowledge in the sense of basic vocational training. To offset these limitations, prevocational education must give the future worker skills which will equip him to analyse and modify his conditions of work.

Principal problem areas to include in prevocational education

1. The situation before entry into employment: vocational guidance and employment market systems.

2. History of the production process: this should make workers conscious of the fact that social wealth (including the means of production) is the product of their labour; the transition from hand production to large-scale industry and the origins of wage-labour.

3. Study of the production process: knowledge of the technical, economic and political factors which make up the work situation; this part of the prevocational education should give the future worker supplementary skills and knowledge to perceive production techniques as expressions of social relationships and to understand that the present division of labour is not the result of immutable law but can be changed.

[The article ends by proposing subjects for inclusion in prevocational education, although this was not included in the research project].

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